



School Library 21 (SL21)

21 Measurement Criteria for Michigan School Libraries For 21st Century Schools



Categories for School Library Program Evaluation

Teaching for 21st Century Learning
Building the 21st Century Learning Environment
Leading the Way to 21st Century Learning

This tool is to be used to measure the quality of School Library programs within individual school buildings in Michigan.

To achieve Qualified and Exemplary Status for their School Library program, completed criteria measurement evaluations are to be submitted to the Library of Michigan, an Office of the Michigan Department of Education.

School administrators are to evaluate their building's School Library program in conjunction with their School Librarian and submissions require the signature of their District Superintendent.

Status earned will be valid for **three** years.

This tool is a companion to the *Michigan School Library Media Program Guidelines* approved by the Library of Michigan Board of Trustees in January 2007.

Endorsed by the Library of Michigan Board of Trustees on February 5, 2010

Approved by the School Library Initiative Committee, December 1, 2009

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Written by the SL21 Sub-Committee, Summer 2009

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Teaching for 21st Century Learning

Standard	At Risk	Qualified	Exemplary	Point Total
Instruction	<ul style="list-style-type: none"> • Management of collection and facility only • Direct or indirect instruction not provided <p style="text-align: center;">(0 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Individual and group instruction in School Library and classrooms <p style="text-align: center;">(1 Point)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Individual and group instruction in School Library and classrooms • Team teaching with School Librarian and classroom teacher • Student-based • Authentic and relevant <p style="text-align: center;">(2 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Student Achievement	<ul style="list-style-type: none"> • Student achievement data measured solely by usage and collection statistics • No assessment of student learning <p style="text-align: center;">(0 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Student achievement data measured by student performance • Aligned with instruction • One-time, cumulative • Product oriented <p style="text-align: center;">(1 Point)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Student achievement data measured by both process and product • Aligned with instruction • Collaborative assessment • Multiple assessments • Demonstrated correlation to student achievement <p style="text-align: center;">(2 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

Standard	At Risk	Qualified	Exemplary	Point Total
Standards Integration	<ul style="list-style-type: none"> Collection development and instruction not aligned with state or national standards School Library program not aligned with state or national standards <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Alignment of School Library program and collection development with AASL Standards for 21st Century Learners <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Alignment of School Library program and collection development with AASL Standards for 21st Century Learners Collection and instruction aligned with school content expectations, Michigan Merit Curriculum, METs/NETs <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
Collaboration	<ul style="list-style-type: none"> Occasional, informal Cooperative activities with select staff <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Scheduled Collaborative co-teaching <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Scheduled Collaborative co-teaching Coordinated instructional program with classroom teacher Coordinated literacy support with reading programs Regular, intentional, integrated, multicurricular <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
Inquiry-Based Instruction	<ul style="list-style-type: none"> Basic teacher directed research only Instruction in searching or evaluating resources not provided <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> In-depth, individualized, relevant research topics Instruction in searching and evaluating resources in multiple formats Instruction in using authoritative and cited sources <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> In-depth, individualized, relevant research topics Instruction in searching and evaluating resources in multiple formats Instruction in using authoritative and cited sources Individual and group inquiry facilitation Students demonstrate independent, self-directed, reflective and self-assessed research <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>

Standard	At Risk	Qualified	Exemplary	Point Total
Reading	<ul style="list-style-type: none"> • Supports teacher or program directed reading materials solely <p>(0 Points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Produces independent readers • Supports reading for enjoyment <p>(1 Point)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Produces independent readers • Supports reading for enjoyment • Results in enthusiastic readers <p>(2 Points)</p> <p><input type="checkbox"/></p>	<input type="checkbox"/>
Technology	<ul style="list-style-type: none"> • Isolated instruction of individual skills and applications • Limited or regulated access <p>(0 Points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Articulated technology skills • Open access for personal and educational needs <p>(1 Point)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Integrated technology skills • Online and virtual skills • Technology for learning • Technology for personal growth • Virtual learning <p>(2 Points)</p> <p><input type="checkbox"/></p>	<input type="checkbox"/>
Total for Teaching for 21st Century Learning Category				<input type="checkbox"/>

Building the 21st Century Learning Environment

Standard	At Risk	Qualified	Exemplary	Point Total
Climate	<ul style="list-style-type: none"> • Hostile • Silent • Invitation only • Adult-oriented <p style="text-align: center;">(0 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Welcoming • Inviting • Active • Student oriented <p style="text-align: center;">(1 Point)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Welcoming • Inviting • Active • Student oriented • Learning community for students and staff • Safe • Productive <p style="text-align: center;">(2 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>
Accessibility	<ul style="list-style-type: none"> • Traditional/formal arrangement • Fixed furniture • Barriers/inaccessible areas <p style="text-align: center;">(0 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Open seating • All areas accessible <p style="text-align: center;">(1 Point)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Open seating • All areas accessible • Flexible • Equitable access to services and resources • Universal Design for Learning (UDL) <p style="text-align: center;">(2 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>

Standard	At Risk	Qualified	Exemplary	Point Total
Citizenship	<ul style="list-style-type: none"> Does not provide instruction of School Library rules or respect of School Library materials <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Provides instruction of School Library rules and respect for School Library materials Provides instruction on respecting rights and needs of others <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Provides instruction of School Library rules and respect for School Library materials Provides instruction on respecting rights and needs of others Provides instruction in core values, intellectual ownership, social responsibility, cyber safety <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials	<ul style="list-style-type: none"> Traditional print-oriented collection <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Variety of materials in various formats, on multiple levels, supporting both instructional and recreational needs <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Variety of materials in various formats, on multiple levels, supporting both instructional and recreational needs Appropriate Accessible Differentiated Aligned to standards Balanced Relevant Regularly updated <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
Facility	<ul style="list-style-type: none"> No separate School Library facility Insufficient space Inflexible schedule <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Adequate instructional space Adequate work and storage space Flexible schedule <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Adequate instructional space Adequate work and storage space Flexible schedule Barrier free Equitable virtual and physical access Flexible accommodation <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>

Standard	At Risk	Qualified	Exemplary	Point Total
Staffing	<ul style="list-style-type: none"> • No staffing • Part-time non-certified staff • Full time non-certified staff <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Fully certified School Librarian (ND endorsement) <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Full-time fully certified School Librarian (ND endorsement) • Adequate support staff <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
Budget	<ul style="list-style-type: none"> • No annual budget • Occasional funds/irregular funding <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Regular funding • Annual budget • Balanced distribution of expenditures <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Regular funding • Annual budget • Balanced distribution of expenditures • Adjusted annually to meet needs and assure progress • Flexible and adequate to meet multiple needs (materials, equipment, maintenance, professional development) • Aligned to long range strategic plan • School Librarian is involved in long-range financial planning <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
Total for Building the 21st Century Learning Environment Category				<input type="checkbox"/>

Leading the Way to 21st Century Learning

Standard	At Risk	Qualified	Exemplary	Point Total
Curriculum Development	<ul style="list-style-type: none"> No distinct School Library curriculum No articulated scope and sequence <p style="text-align: center;">(0 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> Articulated School Library curriculum School Library curriculum aligns with school curriculum <p style="text-align: center;">(1 Point)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> Articulated, aligned and implemented K-12 School Library curriculum Cross-discipline curriculum development <p style="text-align: center;">(2 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Program Effectiveness	<ul style="list-style-type: none"> No evaluation <p style="text-align: center;">(0 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> Joint annual evaluation using multiple criteria by School Librarian and school administrator <p style="text-align: center;">(1 Point)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> Joint annual evaluation using multiple criteria by School Librarian, school administrators, staff, and community Articulated and integrated into building comprehensive education plan Multiple criteria for data analysis Maximizes resources through utilizing consortium/ISD/LM opportunities <p style="text-align: center;">(2 Points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

Standard	At Risk	Qualified	Exemplary	Point Total
Professional Learning	<ul style="list-style-type: none"> Isolated or no participation in professional learning in building and district <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Active and engaged participation in professional learning activities in building and district <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Active and engaged participation in professional learning activities in building and district Development and leadership in staff professional learning that is sustained, authentic, relevant, and standards-based <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
School Improvement	<ul style="list-style-type: none"> Little or no involvement in School Improvement process <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Participation in School Improvement process <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Active leadership in School Improvement process <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
Community Engagement	<ul style="list-style-type: none"> Little or no involvement in community <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Actively engaged with stakeholders Participation in community relationships <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Actively engaged with stakeholders Participation in community relationships Identifies and encourages new relationships with stakeholders Leadership in initiating and maintaining community relationships <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>

Standard	At Risk	Qualified	Exemplary	Point Total
Advocacy	<ul style="list-style-type: none"> • Little or no communication/promotion of School Library activities or program • Communication/promotion at building level only <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Active communication/promotion of School Library activities and/or program • Regular communication/promotion beyond building level (district, community) • Active participation in state organizations <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Active communication/promotion of School Library activities and/or program • Regular communication/promotion beyond building level (district, community) • Leadership and participation in state and national organizations • Communication/promotion of School Library program at state and national levels • Institutional support for participation in state and national organizations <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
Policies and Procedures	<ul style="list-style-type: none"> • Few or no published policies • Outdated policies <p>(0 Points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Published and established policies • Regularly updated policies <p>(1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Published, updated, and implemented policies that support 21st century learning <p>(2 Points)</p> <input type="checkbox"/>	<input type="checkbox"/>
Total for Leading the Way to 21st Century Category				<input type="checkbox"/>

<p align="center">Total for Teaching for 21st Century Learning Category (Instruction, Student Achievement, Standards Integration, Collaboration, Inquiry-Based Instruction, Reading, Technology)</p>	<input type="text"/>
<p align="center">Total for Building the 21st Century Learning Environment Category (Climate, Accessibility, Citizenship, Instructional Materials, Facility, Staffing, Budget)</p>	<input type="text"/>
<p align="center">Total for Leading the Way to 21st Century Category (Curriculum Development, Program Effectiveness, Professional Learning, School Improvement, Community Engagement, Advocacy, Policies and Procedures)</p>	<input type="text"/>
<p align="center">Total Points for all 21 Criteria (Total of all three categories above) 21 points needed to obtain Qualified Status (Only 1 At Risk criteria allowed per category) 38 points needed to obtain Exemplary Status (No At Risk criteria allowed)</p>	<input type="text"/>

Date Completed _____

Building Information

School Building Name _____ Grade Levels _____

School District _____

Mailing Address _____ City _____ Zip _____

Evaluation Completed By:

School Librarian

Name _____

Position_____

Email Address_____

Phone # _____
(Area Code-Phone-Extension)

(Signature of School Librarian)

Evaluation Reviewed and Submitted By:
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_____ **Date** _____

(Signature of School District Superintendent)

Superintendent Name	Address	City	State	Zip Code
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Return form to: Nancy R. Robertson, State Librarian, 702 W. Kalamazoo St., P.O. Box 3007, Lansing, MI 48909-7507

Library of Michigan Use Only

Status: At Risk_____ Qualified_____ Exemplary_____ Valid through_____

Approved Date and Initials	Letter Sent Date and Initials	Email Notification Date and Initials
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Glossary

AASL – American Association of School Librarians

At Risk – School Library Program does not meet minimal standards for providing services and resources

Exemplary – School Library Program provides highest quality services and resources

ISD – Intermediate School Districts in Michigan (county level)

LM – Library of Michigan

METS – Michigan Educational Technology Standards

Michigan Merit Curriculum – Michigan high school graduation requirements

ND Endorsement – Michigan Teacher Certification endorsement for School Librarian

NETS – National Educational Technology Standards

Qualified – School Library Program provides essential services and resources

School Librarian – In Michigan, this position (also known as Media Specialist or Teacher-Librarian) has ND Endorsement acknowledging special training to provide school library service

Standards for 21st Century Learners – The skills, knowledge and expertise students should master to succeed in work and life in the 21st century

Scope and Sequence – Curriculum plan, usually in chart form, in which a range of instructional objectives, skills, etc., is organized according to the successive levels at which they are taught

Universal Design for Learning (UDL) – A blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences

For More Information:

A Basic Bibliography to Initiate Conversation and Action (Listed by Standard)

Instruction

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Pink, Daniel. 2005. *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. New York: Riverhead Books.

Tate, Marcia L. 2003. *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain*. Thousand Oaks, CA: Corwin.

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Student Achievement

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Marzano, R. J. and J. S. Kendall, 2008. *Designing and Assessing Educational Objectives: Applying the New Taxonomy*. Thousand Oaks, CA: Corwin.

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American Association of School Librarians. 2007 *Standards for the 21st Century Learner*. <http://www.ala.org/aasl/standards>

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Collaboration

Collaboration in the School Social Network. *Knowledge Quest* 37, no. 4. Schultz-Jones, Barbara. 2009.

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Villa, R.A., J.S. Thousand, and A.I. Nevin, 2008. *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning*. Thousand Oaks, CA: Corwin.

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Reading

Braunger, J. and J.P. Lewis. 2006. *Building a Knowledge Base in Reading*, 2nd ed. Urbana, IL: NCTE.
Facebook and Virtual Literature Circle Partnership in Building a Community of Readers. *Knowledge Quest* 37, no. 4. Stewart, Paulette. 2009
Krashen, S. 2006. *The Power of Reading*, 2nd ed. Westport, CN: Libraries Unlimited.

Technology

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Warlick, D. 2005. *Raw Materials for the Mind: A Teacher's Guide to Digital Literacy*. Lulu.com. <http://www.lulu.com/content/116469>
Web 2.0 and You. *Knowledge Quest* 37, no. 4. Baumbach, Donna J. 2009.

Climate

Kelly, F.S.; T. McCain, and I. Jukes. 2008. *Teaching the Digital Generation: No More Cookie Cutter High Schools*. Thousand Oaks, CA: Corwin.
Why Creativity Now? *Educational Leadership*, 67, no. 1. Azzam, Amy M. 2009

Accessibility

Adams, H. R. 2008. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, CT: Libraries Unlimited.
Center for Applied Special Technology. *Universal Design for Learning*. <http://www.cast.org/about/index.html>
“Open and Accessible: The Relationship between Closures and Circulation in School Library Media Centers. *School Library Media Research*, vol. 11. <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/simcontents/volume11/contents.cfm>

Citizenship

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Kerby, R.N. 2008. *Collection Development for the School Library Media Center: A Beginner's Guide*. Chicago, IL: ALA.
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Montiel-Overall, P. and D.C. Adcock, eds. *School Library Services in a Multicultural Society*. Chicago, IL: ALA.

Facility

“Flexible Scheduling: Implementing an Innovation”. *School Library Media Research*.

<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/simrcontents/volume9/flexible.cfm>

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Curriculum Development

21st Century Skills: The Challenges Ahead. *Educational Leadership*, 67, no. 1. Rotherham, Andrew J. and Daniel Willingham. 2009

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Advocacy

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